

**SCAFFOLDING STRATEGY USED IN TEACHING
SPEAKING AT SMK HARAPAN KARTASURA IN
ACADEMIC YEAR 2019/2020**



**Submitted as a Partial Fulfillment of the Requirements for Getting
Bachelor Degree of Education in English Department**

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2019**

APPROVAL

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PUBLICATION ARTICLE

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SCAFFOLDING STRATEGY USED IN TEACHING SPEAKING AT SMK HARAPAN KARTASURA IN ACADEMIC YEAR 2019/2020

Abstrak

Tujuan dari penelitian ini adalah untuk meneliti strategi scaffolding yang digunakan oleh guru bahasa inggris di SMK Harapan Kartasura dalam mengajar speaking dan respon siswa terhadap strategi scaffolding yang digunakan oleh guru dalam mengajar speaking. Jenis penelitian ini adalah penelitian kualitatif. Penelitian ini melibatkan siswa kelas XI TKJ dan guru bahasa inggris kelas XI. Peneliti mengumpulkan data dengan observasi, wawancara, dan dokumentasi. Data dianalisis melalui beberapa teknik, yaitu reduksi data, penyajian data, dan penarikan kesimpulan. Hasil dari penelitian ini menunjukkan bahwa guru menggunakan beberapa jenis strategi scaffolding dalam mengajar speaking pada siswa kelas XI TKJ SMK Harapan Kartasura, yaitu: explaining, inviting student's participation, questioning, reinforcing, instructing, dan modeling. Para siswa merespon bahwa strategi yang diterapkan oleh guru dalam mengajar speaking itu seru dan menarik.

Kata Kunci: Strategi scaffolding, pengajaran speaking

Abstract

The goal of this research is to investigate the scaffolding strategy used by the English teacher in teaching speaking at SMK Harapan Kartasura and students' response toward the scaffolding strategy used by the teacher in teaching speaking. This research was qualitative research. The participants of this research were the eleventh grades students of TKJ at SMK Harapan Kartasura and the English teacher of the eleventh grades students. The researcher collected the data by observation, interview, and documentation. The data were analyzed through several techniques, namely data reduction, data display, and drawing conclusion. The finding of this research indicated that the teacher used some types of scaffolding strategy in teaching speaking to the eleventh grades students of TKJ at SMK Harapan Kartasura, they were explaining, inviting student's participation, questioning, reinforcing, instructing, and modeling. The students thought that the strategy applied by the teacher in teaching speaking was fun and interesting.

Keyword: Scaffolding strategy, teaching speaking.

1. INTRODUCTION

English speaking skill is one of important skills that should be acquired by the learners. Richards and Renandya (2002, p.204) states that the effectiveness of oral communication is to be able to use the ability of speaking language which appropriate in social interaction. The important role of mastering English speaking skill is able to improve students' communicative competence. Teaching English

speaking skill is not easy even it perhaps becoming a challenge for most of English teachers because English is to be one of difficult lesson and has the significant difference language with mother language. Nevertheless, the teacher should keep teaching the students to acquire the expected skill, which Brown defined that teaching as helping someone to learn how to do something, giving instruction, guiding to develop students' ability, and providing the knowledge (2006, p. 8).

In teaching speaking skill, the teacher not only teaches how to speak English with a correct pronunciation but also teaches about grammar and vocabulary. The teacher has to create an interesting strategy to attract the learners in learning speaking skill. One of the strategies that can be used by the teacher is scaffolding strategy. According to Gibbons "scaffolding is the temporary assistance by which a teacher helps a learner know how to do something so that the learner will later be able to complete a similar task alone" (2014, p. 16).

This strategy can develop teacher's and students' creativity. It means that by applying scaffolding strategy the classroom situation will be not monotonous since this strategy emphasizes the students to be more active. That strategy is suitable used by Vocational high school English teachers who need extra effort in developing students' speaking skill for finding a job when they have graduated from school. Accordingly, the researcher is interested to conduct this research which discuss about scaffolding strategy applied by English teacher in teaching speaking at SMK Harapan Kartasura.

To support this research, the researcher takes some previous studies that have been conducted by the researchers before. The first previous research entitled *The Implementation of Scaffolding in speaking class of Akademi Asih Husada Semarang* conducted by Subianti (2018). This research analyzed scaffolding strategy used to improve students' communication skill for nursing academy students. This previous research is different with the present research since the present research observed scaffolding strategy applied by the teacher in teaching speaking vocational high school (SMK) students.

The second previous research was *Teachers' Scaffolding Talks in Teaching Speaking at the Seventh Grade Teachers of SMPN 11 Jepara in the Academic*

Year of 2008/2009 conducted by Tyas (2009). This research aimed to analyze the types of scaffolding talks and speech functions in scaffolding talks that used by two English teachers at SMPN 1 Jepara. This second previous also had difference with this present research which this previous research observed scaffolding strategy that used by two teacher while this present research only one teacher.

In line with the previous study above, the researcher intended to investigate how the teacher applied the scaffolding strategy in teaching speaking to the Vocational High School (SMK) students and student's response toward scaffolding strategy used by the teacher.

Based on the analyzing of data, the data will be answered using the theory of Wood. Wood (1998) in Cameron (2001, p. 9) mentioned several types of scaffolding which used by the teacher in teaching speaking. There were six types of scaffolding applied by the teacher in teaching speaking: (1) Modeling, (2) Explaining, (3) Inviting students' participation, (4) Instructing, (5) Questioning, and (6) Reinforcing. The students' respond will be answered through the interview.

The researcher expected that the result of this research could be useful for the teacher in teaching speaking particularly in teaching vocational students high school. By applying this strategy, the researcher expected that the students could be more confident in speaking English.

2. METHOD

The type of research was qualitative research. The subject of the study was the eleventh-grade of TKJ students and the eleventh-grade of TKJ English teacher. This research focused on scaffolding strategy applied by the teacher in teaching speaking and students' response toward it. The researcher collected the data by using three techniques such as, observation, interview, and documentation. In credibility data, the researcher used triangulation technique. In analyzing the data, the researcher used Miles and Huberman's theory (1994): data reduction, data display, and drawing conclusion.

3. FINDINGS AND DISCUSSION

3.1 Findings

The researcher observed class XI TKJ at SMK Harapan Kartasura. There were 19 students in that class which consist of 2 female students and 17 male students. The researcher found the scaffolding strategies applied by the teacher in teaching speaking and students' response toward the strategy. Those will be evolved in the following below:

3.1.1 Scaffolding strategy applied by English teacher in teaching speaking to the eleventh grades students at SMK Harapan Kartasura

The teacher taught speaking English by using scaffolding strategy and it can be proved in the brief interview transcript following below:

Interviewer	: <i>"How do you develop students' speaking skill?"</i>
Teacher	: <i>"I give them an aid appropriate with what they need"</i>
Interviewer	: <i>"How is student learning outcome after given the aid?"</i>
Teacher	: <i>"The students more active and confident to speak in front of their classmates. Actually, the teacher of vocational high school should be more creative in teaching speaking English because it will be useful to find the job after they graduate from her"</i>

(Transcript of interview on August 2nd, 2019)

At the beginning of the teaching process, the teacher stimulated students' knowledge by playing the audio about the material that would be learned.

After they listened the audio, the teacher asked the question first called with procedural question. It was occurred while the teacher checked the students' understanding. The teacher did not asked about the assignment in procedural question but the teacher asked about their understanding because it related to classroom routine which the teacher stimulated students' knowledge first before continuing the lesson. The example of procedural question was shown in the excerpt below:

Teacher	: <i>"So, what the speaker talks about?"</i>
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(Class observation on August 2nd, 2019)

The procedural question is "What the speaker talks about?". This question was asked by the teacher to make sure whether they understood or not about the speaker talked in the audio. One of students answered that the speaker talked

about the opinion but the other students were just silent. Based on this answer, the teacher knew that there were some students still confused and unfamiliar with the topic. **(Questioning → Procedural Question)**

Then the teacher explained the material after stimulated the students' knowledge by playing the audio and checked students' understanding by giving question called procedural question. The teacher explained the material that would be learnt. The teacher explained about the expressions of giving and asking opinion to the students in the class XI TKJ. **(Explaining)**

After explaining the material, the teacher gave the question with the short answer called Convergent Question. It could be seen in the excerpt below:

The excerpt 1

Teacher : *"Do you still remember the expressions of asking opinion and giving opinion?"*

Students : *"Yessss"*

The excerpt 2

Teacher : *"What do you think of smoking in a public place? Is it good or bad?"*

Students : *"Bad"*

(Class observation on August 2nd, 2019)

In the excerpt 1, the example of convergent question was "Do you still remember the expressions of asking opinion and giving opinion?". The students answered "yes". While in the excerpt 2, the example of convergent question was "is it good or bad?" and the students answered "bad". Therefore, it was suitable with the theory of convergent question because the response in convergent question theory answered with short answer like yes, no or short statement.

(Questioning → Convergent Question)

The next question called divergent question. Divergent question was different with the procedural question and convergent question. In divergent question, the question could not be answered with the short answer but the students should answer based on their knowledge or information. It could be seen in the excerpt below:

Teacher : *"What do you think of smoking in a public place? Is it good or bad?"*

Students : *"Bad"*

Teacher : *"Why is it bad?"*

Students : *"Because"*

(Class observation on August 2nd, 2019)

In the excerpt above, the teacher asked their opinion about smoking in a public place. The question needed long answer because it categorized to divergent question but in fact the students just answered with short answer like “annoying” and “bad”. When they asked “Why is it bad?” by the teacher, they could not explain and kept silent because they were not still comfortable to explain in English. **(Questioning → Divergent Question)**

Then, the teacher invited students’ participation that was able to make teaching learning process more effective. The teacher guided the students to be brave and confident. In this inviting students’ participation, the teacher gave the paper that had been written about the expressions of giving and asking Opinion to the students who had chosen by the teacher then the teacher asked them to come forward and matched the paper with the correct expressions. **(Inviting Students’ Participation)**

As usual the teacher gave the task for the students. Before doing the task, the teacher gave the direction about the task. The teacher instructed all students eleventh grade of TKJ to form a group consist of 2 people, then made a dialogue about *giving and asking opinion* which the teacher asked them that the dialogue contained at least two expression of *giving and asking opinion*. **(Instructing)**

In applying scaffolding strategy, the teacher’s role is a model. The teacher gave the example before the students presented the task. The teacher gave the example how they should present their task in front of their classmates. In giving the example, the teacher used English which the teacher’s role here as a model for his/her students. **(Modeling)**

Reinforcing is one of the scaffolding types that used by the teacher in teaching speaking English. This technique was aimed to respect the students’ effort for their bravery in doing something well. The teacher gave verbal and non-verbal reinforcement to motivate the students after doing something well. It was also an appreciation given by the teacher because they wanted to try developing their bravery and confident to speak English in front of their classmates. **(Reinforcing)**

3.1.2 Student's Response of XI TKJ toward Strategy in Teaching Speaking Used by the Teacher.

On August 23rd 2019, the researcher gave the written interview (questionnaire) to XI TKJ students consist of 17 students and also did oral interview to 2 students to know how their response toward the scaffolding strategy that used by the teacher in teaching speaking.

Based on the result of written interview, 10 from 17 the students' response toward the strategy in teaching speaking used by the teacher was positive. Although English was considered as one of difficult subject by the students, they kept learning it especially in speaking English because it was useful to find the job after they graduated from the school. There were the difficulties faced by them; memorizing vocabulary and pronunciation. So, the teacher's guiding was needed by the students to assist them in improving speaking English. Then they stated the strategy that applied by the teacher in teaching speaking was fun and able to make them confident when they asked to speak in front of their classmates.

On the other hand, the result of oral interview also showed that the strategy that implemented by the teacher in teaching speaking was interesting and fun.

The following below will indicate the interview transcript between the researcher and 2 students named Nabil and Dani.

- Nabil : "Strateginya bagus dan menarik, saya juga suka karena tidak membosankan."
(*The strategy used by the teacher nice and interesting, I also like it because it does not make me bored.*)
- Dani : "Strateginya bagus, karena membantu saya berlatih berbicara bahasa inggris selangkah demi selangkah."
(*The strategy used by the teacher good, because it helps me to practice speaking English step by step.*)
(Transcript of interview on August 23rd 2019)

Meanwhile, the researcher also showed the students' response based on the classroom observation.

a. Questioning

1) procedural question

- Teacher : "So, what the speaker talks about?"
Student (A) : "Opinion, bu"
Teacher : "Yes. So, today we will discuss about giving and asking opinion"

2) Convergent question

The excerpt 1

Teacher : *"Do you still remember the expressions of asking opinion and giving opinion?"*

Students : *"Yessss"*

The excerpt 2

Teacher : *"What do you think of smoking in a public place?"*

Student (B) : *"Annoying"*

Teacher : *"Is it good or bad?"*

Students : *"Bad"*

3) Divergent question

Teacher : *"What do you think of smoking in a public place?"*

Student (B) : *"Annoying"*

Teacher : *"Is it good or bad?"*

Students : *"Bad"*

Teacher : *"Why is it bad?"*

Students : *"Because"*

Based on the excerpt above, the teacher gave the questions to the students and it could be seen that some students responded teacher's question well.

b. Explaining

Based on the observation, when the teacher explained the material the students always responded what the teacher said. But if they did not understand what the teacher said most of them kept silent and only 1 or 2 responded the teacher.

c. Inviting Students' Participation

In this section, the teacher gave the paper that had been written about the expressions of giving and asking Opinion to the students who had chosen by the teacher then the teacher asked them to come forward and matched the paper with the correct expressions. Based on the observation, the students did not respond with the word but they did what the teacher said immediately. It meant that responded the teacher did not always be responded by using word, it could be done by an action.

d. Instructing

As usual the teacher gave the task for the students. Before doing the task, the teacher gave the direction about the task. Based on the observation, the students showed a good response. When the teacher instructed to open their book, one of students responded that not all of students had a book. And also when the teacher instructed to do the task, one of the students responded whether they could open

dictionary or not. That response was good because the teacher did not said that they could open dictionary or not when instructed the task to the students.

e. Modeling

The teacher gave the example before the students presented the task. The following excerpts below indicate how the teacher gave the example before the students presented their task. Based on the observation, one of students responded by asking again what teacher said. It aimed to make sure that could not look their note when they presented their task.

f. Reinforcing

The teacher gave verbal and non-verbal reinforcement to motivate the students after doing something well. Based on the observation, the students did not gave response by a word but they responded by an action. When the teacher gave the reinforcement, they bowed head which meant that they were thankful toward teacher's appreciation.

Based on the transcript of interview and observation above, the researcher concludes that the scaffolding strategy that used by the teacher in teaching English speaking is good. They can follow the strategy that used by the teacher in teaching English speaking. The students' response in teaching learning process showed that the students were active, confident and also the classroom situation was not monotonous.

3.2 Discussion

Based on the research finding, the researcher had elaborated the scaffolding strategy applied by the teacher in teaching speaking English and student's response toward scaffolding strategy. The findings were found through class observation and interview. In this discussion section, the researcher summarized research findings.

Scaffolding is one of teaching strategy to assist students in supporting their learning competence. In the theoretical review, it mentioned that there are several types of scaffolding that can be applied by the teacher in teaching speaking. Based on the class observation on August 2nd 2019, the researcher found that the English teacher in SMK Harapan Kartasura especially in class XI of TKJ used some types

of scaffolding in teaching speaking those are explaining, inviting student's participation, questioning, reinforcing, instructing, and modeling.

Based on the students' response toward scaffolding strategy, the strategy used by the teacher in teaching speaking is good. The students were happy because of the teacher's assistance they could feel confident when they were asked to speak up in front of their classmates. Based on the observation, the students' response in teaching learning process showed that the students were active, confident and also the classroom situation was not monotonous

The types of scaffolding implemented by the English teacher in teaching speaking at SMK Harapan Kartasura followed the theory from Wood. He mentioned that there are six types of scaffolding in teaching speaking, they are modeling, explaining, inviting student's participation, instructing, questioning, and reinforcing. Those types of scaffolding had been applied by the English teacher in teaching speaking. From the applying of those types, it was hoped that scaffolding was able to assist the teacher in developing students' speaking English skill.

4. CONCLUSION

After the researcher conducted a research of scaffolding technique in SMK Harapan Kartasura, it can be summarized that there were several types of scaffolding implemented by the teacher, they were: Explaining, inviting student's participation, questioning, reinforcing, instructing, and modeling. The types of scaffolding used depending on what the material that would be discussed. So, the teacher may not use the same types of scaffolding for teaching different materials. The students indicated a good response toward scaffolding strategy applied by the teacher in teaching speaking. They said that they enjoyed the teaching learning process. They also felt independent and confident when the teacher asked them to speak up in front their classmates because the teacher always guided them if there was a mistake either in pronunciation, spelling, or grammar. Scaffolding strategy is an assistance given by a teacher to improve student's learning competence. Scaffolding is supporting tool in learning process which removed the students to be competence, independent, and confident in speaking English. Therefore, it

indicates that scaffolding is an effective strategy that can be used by the teacher in teaching speaking English because of those reasons.

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